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ABSTRACT

The Middle School in Beachwood is a unique site for a teaching center due to its open-space architecture, its team teaching organization, and its flexible curriculum. The faculty of the Middle School are utilized as supervisors of teacher education students with the belief that such work is of tangible benefit for the children in the Middle School. For teacher education students, the Middle School is a thorough training experience as the school provides a climate of continuous stimuli. The plan of action at the center should encompass three spheres of experience for veteran teachers and teachers in training: experiences that all teachers should have; experiences some teachers should have, and special experiences developed and directed by each individual teacher. The total picture that should emerge of the center's work should suggest a school enterprise in which every person is responsible to and for one another. (JA)

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A DESIGN
for the
TEACHER EDUCATION CENTER

Created by
The Teacher Education Center
Coordinating Group
David L. McGrovy, Editor

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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The Middle School
Beachwood, Ohio
May, 1973

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FOREWARD

In the beginning, there was an idea that the education of pupils and the preparation of teachers could be improved through cooperative efforts among schools and universities. At The Middle School in Beachwood, the vehicle for that cooperation evolved as a 'teacher education center'. As the Center began to take form, the development of the concept coincided with the solving of day-to-day operations. As weeks went by, the realization grew that some type of theoretical framework was necessary for future planning. By 1972 the exigencies of daily operation were sufficiently under control so that the conceptual framework could be given due attention.

The Coordinator of the Center was given the task by school and university representatives to develop a teacher education center 'design', as a plan for planning. The design was to make explicit the many assumptions and goals of the Center, and was to point the way for future development. A task force of school and university representatives was named to work with the Coordinator.

In addition to studying numerous articles from other teacher education centers in the nation, the task force examined reports done by persons who were instrumental in the original planning of the Beachwood Center. After several drafts and revisions were completed, a copy was submitted to the Teacher Education Center Coordinating Group (the members of this group are identified on the last page). The Coordinating group, after suggesting several revisions, approved the design as written here. Although the ideas contained in this document represent the wishes and wisdom of many persons, I accept responsibility for any errors in communication.

David L. McCrory,
Coordinator of The Middle School
Teacher Education Center

Introduction

Schools and universities are developing new conceptual and organizational structures to improve the education of teachers. Central to these structures is a commitment to share responsibilities and resources in order to raise the levels of teacher competence, and ultimately to improve the quality of educational experiences for school children. The Teacher Education Center at The Middle School in Beachwood, Ohio is one such development.

The Middle School Center is both a response to an increasing need for alternatives in the education of teachers and a result of recent cooperative efforts among the school and three universities. During the school year 1970 - 71, John Carroll University, Kent State University, The Cleveland State University, and The Middle School formed a consortium to improve teacher education. The Middle School was designated as a "Center" for pre-student teaching, student teaching, and post-student teaching experiences. As a field site for teacher education experiences, The Middle School Center is unique for three reasons. First, the school's open-space architecture, its teaching team organization, and its flexible curriculum are unlikely to be found elsewhere in one location. Second, the universities participating in the Center represent an uncommon variety of resources, values, and perspectives in schooling. Third, The Middle School Teacher Education Center is based on a rational and explicit design. That design, as a plan for planning, is the content of this document.

A design for a Teacher Education Center serves as a base for planning the educational experiences for both inservice and preservice teachers. The design rests on a set of basic assumptions about teachers, teacher-educators, students of teaching, and the school. The design addresses itself to the organization of the Center and to the means for making joint university/school decisions.

The design also gives examples of how experiences for teacher growth can be constructed. This combination of value position, organizational structure, and curriculum statement provides for development and implementation of programs for teacher education which are based on rational positions of knowledge.

I. BASIC ASSUMPTIONS AND IMPLICATIONS

Assumptions About the Community of Teachers in The Beachwood Middle School

The primary interest of the community of teachers and administrators at The Middle School in Beachwood is in providing effective learning opportunities for children. The major function of the school, as perceived by the staff, is to utilize spatial, temporal, material, and human resources toward that end. IMPLICATION: To become deeply involved in any activities of preservice or inservice teacher education, staff members must perceive some tangible benefit for children in The Middle School. For example, if teachers are to receive training in supervision of student teachers, they should also be shown the value of those skills (such as conferencing behavior) for use with children.

Teachers in The Middle School have lived through the birth and nurturing of a school unlike most in the country. In doing so, they have engaged in considerable introspection and self-evaluation.

The staff has defined and re-defined a design for the school curriculum and the specific curricula for each teaching team. Through their experiences, most teachers have gained knowledge about open-schooling, team-teaching, child-centered education. IMPLICATION: Teacher education activities at The Middle School (should) take advantage of the staff's experience in open-schooling by utilizing faculty members as teachers-of-teachers. Particularly during their experience in the school, university students should take advantage of teachers' experience by engaging in seminars or "rap" sessions about various aspects of schooling.

The teacher community is largely unfamiliar with the workings of university programs in teacher education and with recent changes from older patterns of teacher training. Teachers are, however, concerned about the preparation of

new members of their profession, and will expend an uncommon amount of time and energy in helping university students who are working in The Middle School.

IMPLICATION: In addition to being utilized as supervisors of teacher education students, teachers must also become involved in on-campus teacher education activities such as seminars and methods courses where design of the courses and their fit in the curriculum is made explicit. Such interaction could result in a sharing of valuable experience as well as a heightened awareness of the problems and promises in both the teaching and teacher education in both communities.

In addition to the above generalizations about teachers, there are other characteristics which may be critical to the design of a Teacher Education Center program. Some of the special characteristics represented in The Middle School staff are:

- awareness of synergism, the idea that in an open school, each segment of a school affects the other parts as well.
- experience in the interpersonal skills necessary for working with a diverse range of adults and children in an open environment.
- awareness of interrelationship among concepts, disciplines, and "subjects."
- sophistication in development of curricular plans and instructional experiences.
- openness to fresh approaches to teaching and learning.
- dissatisfaction with teacher-centered, content-oriented, self-contained classrooms.
- understanding of the interdisciplinary nature of learning and the common aspects of much of the traditional subject matter in schools.
- sensitivity to the wants and needs of emerging adolescents, and the educational experiences which seem appropriate for them.

Assumptions About the Community of Teacher Educators in the Partner Universities

The community of teacher educators of Kent State University, John Carroll University, and The Cleveland State University are concerned about improving educational opportunities for school children. As teachers of teachers, however, their primary interest is in better preparing university students for teaching, and in helping those who are already practicing in the school to improve their skills. IMPLICATION: The obvious implication is to engage teacher educators mainly as trainers-of-teacher-trainers. That is, the potential of university personnel may best be realized in providing school staff members with an array of skills and knowledge related to the training of teachers. Another potential of university personnel is in contributing to the efforts of The Middle School in areas of organizational change, curriculum development, instructional innovations, program evaluation, and other areas best facilitated through inservice programs.

Many teacher educators have had years of experience as both teachers and administrators in a variety of schools. Few, however, have experienced a situation similar to The Middle School in Beachwood. IMPLICATION: Teacher educators should be made aware of the school's curriculum design and the current state of its implementation. Ideally, university persons might experience the school first-hand by being temporary members of a teaching team. In this way, they could gain a feel for the setting as their students in teacher training experience it during student-teaching and other field experience.

Although there are some institutional distinctions in philosophy and organization, several general characteristics of the teacher education community can be identified as:

--- awareness of innovative ideas and practices in schooling.

- scholarship in theory and philosophy of education.
- expertise in specific skill areas.
- experience in public and private school in inner-city, suburban, and rural settings.
- concern for mental health of school children.
- supportive attitudes toward the type of schooling exemplified by Beachwood's Middle School.

Assumptions About The Beachwood Middle School as a Field Setting for Teacher Education Experiences

The physical openness and team-teaching arrangement displays the teaching style and personality of each teacher for all to see. Interaction in the school among adults and children goes on in a never-ending state of flux. IMPLICATION: The Middle School can be a threatening environment for those who are not comfortable in a climate of continuous stimuli. Students of teaching should, therefore, have ample time to test the environment and to make adjustments.

The Middle School provides for a team-teaching arrangement. Specific responsibilities for planning and instruction are differentiated among the teams. For example, one team member who may be more talented at managing large group projects will take on those responsibilities while another teacher advises individual children engaged in independent study. Such arrangements also make it possible for one teacher to be released from instructional duties for other responsibilities such as supervision of teachers-in-training. IMPLICATION: Not all inservice teachers become skilled in all facets of schooling or do all teachers need to become skilled in all facets of teacher education and supervision. What the above does suggest is that in team-teaching, at least one member of the team can be especially responsible for preservice teacher education. Teaming also makes possible peer-teaching by members of the team as each teacher observes the unique skills and talents of the others.

The flexible curriculum of The Middle School also holds implications for programs of teacher education. The integrated educational experiences, the subject area experiences, and the independent study opportunities for students (see: "Toward Explorations, Examination and Growth: A Curriculum Design for The Middle School") require a broad array of teacher skills and attitudes. IMPLICATION: Teachers new to The Middle School and teachers-in-training should be given help in seeing the potential activities for students which will provide for such experiences. They must also be given help in acquiring the skills to plan and facilitate the activities. Teacher education strategies such as micro-teaching might be effective methods for teacher growth.

The Middle School at Beachwood also has some particular characteristics such as:

- openness to physical movement and contrasting activities.
- organization of one-hundred children of each grade level (6-8) assigned to a teaching team of four teachers.
- teaching teams of persons with a variety of talent and training in various subject areas.
- educational activities focusing on integration of subject matter as well as experiences in specific concepts or skills.
- opportunities for a range of experiences in student interest areas such as athletics, music, cooking, sewing, sculpturing, and typing.
- block-type scheduling which allows teachers and students large periods of time to be used as required by their changing needs.
- a curriculum design which makes explicit the framework of the school program and the rationale for it.
- orientation to the emerging adolescent, his particular growth and development, and his special needs.
- a distinctive style of planning and instruction different for each team of teachers.

Implications for the Teacher Education Center

Since The Middle School is somewhat unique, teachers of teachers-in-training new to the school should be oriented to the school's curriculum design and to the patterns of implementation which have evolved with each instructional team. The school's concern with special needs of emerging adolescents suggests that every teacher on the staff be knowledgeable in theory and research about the growth and development of children age 10 to 14.

The openness of the instructional pods provides potential for both preservice and inservice teachers to study the acts of teaching and to try out alternative strategies. Teachers-in-training might benefit from the team organization by observation and analysis of the instructional styles of several teachers as models.

Each type of educational experience for children in The Beachwood Middle School (independent study, integrated subject matter, and subject area experiences) requires a particular set of teacher skills. Advising children engaged in independent study, for instance, calls for special techniques. Such special methods should be identified, and educational experiences should be designed so teachers and university students can gain those skills.

Since a wide array of teaching models and learning situations are present in The Middle School, students of teaching should be given the opportunity to experience many facets of the school. Time must then be made available either by increasing field students' observation time before student teaching or by lengthening the term of internship prior to teacher certification. The only alternative is to restrict some experiences because of time limitations.

Assumptions About Teachers-In-Training from the Partner Universities

Students enrolled in teacher education programs in The Cleveland State

University, Kent State University, and John Carroll University have spent at least 16 years of their lives as clients of educational institutions. Their participation in the process of schooling may have been largely a passive one. As the teachers-in-training begin to act out their new roles as teachers in the school arena, they often exhibit some feelings of ambiguity and frustration. IMPLICATION: A major responsibility of the Teacher Education Center is to recognize the initial awkwardness of role change during field experience and student teaching. A climate of trust and support should be provided for students working in the school.

Another characteristic of university students in the Center is their limited understanding of some of the major aspects of The Middle School, such as open-schooling, flexible scheduling, team-teaching, and flexible curriculum. The school's activities, purposes, and organization are seen by some students for the first time at the beginning of the student teaching term. IMPLICATION: Student teachers should be knowledgeable about the curriculum design of the school so they can better focus on their own professional growth and development. Some experience in The Middle School prior to the student teaching term would help by increasing students' experience with the school's curriculum design. Some of the organizational aspects of the school, such as team-teaching, could be practiced on-campus prior to field experience. An alternative would be to provide more opportunities for students to study some of the underlying concepts of the school while they are engaged in student teaching. This would require an extension of time for clinical experience.

A broader listing of characteristics of students-of-teaching includes these items:

- some university students assigned to the Teacher Education Center are in secondary level programs and have had no preparation in the growth and development of children in the 10-14 year old range.

- many students have prior experience in tutoring children, but for many, work in the Teacher Education Center is the first test of their career hopes.
- scholarship in subject areas is generally more than adequate for teaching middle school students.
- there is a common tendency to underestimate or overestimate the readiness of pupils to learn and their levels of intellectual sophistication.
- many students seek to have some impact toward improving society and see teaching as a means of effecting change.
- some teachers-in-training have experienced a limited variety of schools or teachers much unlike The Middle School and its staff.
- some students have values and personalities in deep conflict with those of The Middle School.

Implications for The Teacher Education Center

Earlier exposure to The Middle School operation and its design components should be provided so that student teachers and the supervisory staff might get on with the development of more specific elements of teaching. Also, the "emerging adolescent" might be the subject of more intense study by the teacher education student prior to the student teaching phase. This might be accomplished by increasing the length of experience in the school or by altering formal coursework on campus.

The Teacher Education Center ought to recognize the vigor and motivation of university students and take advantage of those tendencies by involving field students deeply in all schooling functions. This action would require continuous assessing of each university student's development and increased goal-setting and self-evaluation by teachers-in-training.

For those teacher education students who want to change their student teaching environment, the Center should provide for smooth transfer to an alternative in another school. Such situations may be unavoidable, and can become

valuable learning experiences in themselves.

Professional Goals for the Teacher Education Center

The direction that the program takes is derived from its goals. These goals are, for the most part, taken from the assumptions presented above. It is understood that goals will change as the basic assumptions or their implications seem to change through experience. The following goals, however temporary and incomplete, are stated to provide direction for Center personnel in their planning. The professional goals of the Teacher Education Center are:

- to provide organized, supervised clinical experience in an open-space, team-taught, flexible curriculum middle school.
- to promote inter-institutional cooperation between The Middle School and partner universities.
- to expand the range and improve the quality of educational opportunities for children.
- to improve the preparation of new teachers for "emerging adolescent" age children.
- to provide for continued professional growth of inservice teachers in The Middle School.
- to encourage dissemination of innovative concepts and strategies of schooling among teachers.
- to introduce novice teachers to the professional skills and lore of schooling.

Criteria for Creating Professional Growth

The physical environment and the psycho-social atmosphere play a direct role in the way individuals perceive and attend to their endeavors. This effect may be either positive or negative. For instance, noise requires the expenditure of energy that must be taken away from energy needed for attention or concentration. It is vital, therefore, that we learn to manipulate our environment to establish an atmosphere that is conducive to attaining our objectives. To this end the following criteria should be observed by all members

of The Middle School Center:

Openness is that set of feelings and attitudes that recognizes that we are all endeavoring to achieve the same ends. That the ends are larger than any one individual or group. That we can, working together, accomplish these ends for no other purpose than as expressed by the parties involved.

Forgivingness is the set of attitudes that recognizes that we all make mistakes. Some mistakes have greater significance than others. But even these mistakes can be forgiven and that one can grow from the experience without being made to feel less a person through excessive anxiety or guilt.

Worthwhileness: The time one has to spend in school either as teacher or student is limited. Because there are so many possible experiences that one can offer or participate in, those that are chosen must be made worthwhile from human growth.

Patience: The growth process is a long, arduous one. There will be many peaks and valleys and an abundance of plateaus. We should, therefore, be willing to accept this fact and patiently encourage the learner by helping him to continue his growth.

Supportiveness: For many learners there will be times when the changes going on within him or around him are so great that he may feel a great sense of frustration. We must support him at such times, helping him to understand those changes, thus helping him to cope with the situation.

Cooperativeness: We all share in the human condition and in this sense we should work together to make life better for all human beings. By cooperating with others, we share in this important enterprise that gives satisfaction and meaning to our endeavors.

Enjoyableness: Life can often be difficult, frustrating and joyless. It is needless for anyone to consciously add to these difficulties. We should attempt, therefore, to make the atmosphere of the school as joyful as possible, free from unnecessary threats, intimidations or challenges to the ego.

When all of these criteria are combined, the total picture suggests a school enterprise in which every person is responsible to and for one another. It is the property of responsibility more than any other that will cement The Middle School Center into an excellent educational institution. Adults should be responsible for children because they care, not because it is part of the job. Children should be responsible to adults and other students by respecting their basic rights as human beings. Everyone has the responsibility to apply the criteria outlined above, in order to create a more human educational institution.

II. ORGANIZATION OF THE TEACHER EDUCATION CENTER

In order to achieve the goals stated above, there are some organizational implications which shall guide the relationships of individuals in the Teacher Education Center. Some of these organizational aspects are discussed below.

Within the Teacher Education Center there are several levels of decision-making: the societal, the institutional, and the instructional level. Societal decisions are those made by the school's Board of Education and each university's Board of Trustees. Institutional decisions are made by student teachers, supervising teachers, and administrators. Instructional decisions are made by student teachers and cooperating teachers.

Societal Level Decision-making in the Teacher Education Center

The school's Board of Education has responsibility for making decisions in matters directly related to the school program. An example would be a decision about designating paid time for inservice teacher training. The direction for such decisions often comes from the Board's stated "Philosophy of Education."

The governing body of each university partner in the Teacher Education Center, be it a Board of Trustees or a Board of Directors, is responsible for decisions affecting the overall university programs. A policy decision relating to the university placement file for teacher education students would be an example of a societal level decision. Clearly then, any proposal made on the societal level should be the province of the Board of Education and the governing body of each partner university.

Institutional Level Decision-making in the Teacher Education Center

At this level, the Teacher Education Center makes decisions concerning inservice and preservice education within the Teacher Education Center. At The Middle School, a Teacher Education Center Coordinating Group is established

of the following members:

- 3 teachers
- 3 university faculty members (one from each university)
- 1 school Principal (or his designate)
- 1 teacher education center coordinator
- 1 student teacher

Decisions made by the Teacher Education Center Coordinating Group includes such matters as determining how stipends for cooperating teachers will be distributed, and how to assess the effectiveness of Center activities. The guide for institutional decisions for the Teacher Education Center is the design as evidenced by this document.

Some assumptions about decision-making at the institutional level in The Middle School Center are that:

- participation in Center decision-making should be broadly based to bring into play the creative energies, abilities, and expertise of a variety of individuals in several institutions.
- small "sub-task forces" may be organized to focus on specific decision areas and may include persons other than the Task Force for Teacher Education.
- some decisions to be made will have ramifications for persons and programs beyond the scope of the Teacher Education Center.
- where impending decisions appear to have implications for the school system or the broader university program, societal level decision-makers will be involved.
- the decisions will be congruent with the philosophy of education and policies of the Board of Education, and be compatible with the curriculum design of The Middle School.
- the decisions will be consistent with the policies and programs of the university partners in the Center.

Instructional Level Decision-Making

Teaching team members as cooperating (supervising) teachers, make decisions about the specific educational experiences for teachers-in-training. They might include a decision on when to give a particular student teacher the responsibility

for large group instruction or when to suggest that he change his teaching strategy.

Although the entire pod teaching team advises and supervises university students, the team coordinator on each pod team has the special responsibility for translating goals and objectives of preservice education into specific teaching experiences. Having the team coordinator serve as teacher education specialist provides for easier communication with the Center coordinator, with the universities, and with the school administration. Where a university student is assigned to an individual teacher, that cooperating teacher serves the function spelled out above.

Central to instructional level decision-making, is the need for both teachers and teacher education students to be involved in making those decisions. Self-evaluation seems a necessary part of being an effective teacher. Field students and student teachers should become enough aware of their objectives and their growing skills and feelings that they can pace themselves in their experiences. Inservice teachers also should be involved in making decisions about opportunities for their own continuous professional growth. "Teacher, know thyself" may be an especially appropriate notion.

Joint Decision-Making by School and Universities in the Teacher Education Center

Teacher Education Center decisions are made on all aspects of the Center which affect universities and school. It is necessary in such a decision-making process for each of the institutions to be kept informed about the operations in the other. By being aware of the prevailing attitudes, promises and limitations in each institution, it is less likely that unilateral decisions will be made out of ignorance. A guiding assumption for joint decision-making is that every decision made has potential impact upon the other institutions participating in

the Center. It remains for the Center to deliberate upon proposals and to assure that decisions are consistent with the goals of the Teacher Education Center.

Basic Role Expectations for Personnel in the Teacher Education Center

There are several functions of the Beachwood Middle School Teacher Education Center organization which are considered critical and basic to the attainment of the goals of the Center. The minimal expectations for each participating university are:

- student teachers and field work students assigned to the Center will have expressed a desire to be in the Center.
- teacher trainees assigned to the Center should be prepared in basic organizational and instructional techniques such as inter-subject planning and team teaching.
- liaison persons will be provided to participate in joint decision-making processes for Center operation.
- human, material, and financial resources will be made available to support the Center.

The Middle School is expected to provide:

- the school and its resources as a setting for organized clinical experiences for teachers and teachers-in-training.
- a Center coordinator and supportive office space and secretarial service.
- representation for joint-decision making purposes.
- cooperating teachers for supervision of clinical students.

Along with these institutional expectations, there are some functions or role definitions to guide the actions of individuals. It is expected that the Center coordinator should:

- act as a liaison between school and university.
- assign student teachers, volunteers, and field work students to teams and to cooperating teachers.

- oversee the supervision of educational experiences and development of clinical students.
- develop and direct inservice staff development activities.
- coordinate the evaluation of field students.
- serve as Executive Secretary of the joint decision-making body.

The Cooperating Teachers should:

- provide opportunities for field students to experience the roles and responsibilities of teaching.
- serve as teachers of teachers in observing, providing feedback, and guiding field students in their professional growth.
- continue to work toward attainment of higher levels of skills and awareness of alternative approaches in teaching.
- evaluate the experiences and level of development of each clinical student.

The Clinical Student (student teacher or field work student) should:

- engage in continuous self-evaluation of professional growth.
- work to achieve an understanding of the school's curriculum design.
- implement the philosophy of education for the Beachwood City Schools.
- direct all possible energy to the improvement of educational experiences for students in The Middle School.
- show some initiative for designing and directing educational activities for personal development.
- be open to alternative approaches to teaching and learning.

III. A PLAN FOR PLANNING IN THE TEACHER EDUCATION CENTER

The basic assumptions, goals, and organization of the Center, as stated above, require a plan for action. This plan for action should encompass three distinct spheres of experience for veteran teachers and teachers-in-training: experiences that all teachers should have, experiences some teachers should have and special experiences developed and directed by each individual teacher. This section of the Center Design, as a guide for development of an action-plan, spells

out in greater detail the three spheres of experience in the Teacher Education Center.

Comprehensive Teacher Experiences

Experiences in this first category are intended to provide for professional growth in skills, understandings, and attitudes necessary for the roles of teaching in any school setting. One of the experiences, for instance, might develop skills in interaction analysis, a helpful talent to acquire regardless of one's school position. Other experiences might be designed to promote a better understanding of group dynamics and typical roles played by individuals in group situations.

These Comprehensive Teacher Experiences are derived mainly from theories of education, research on teaching, and the cumulative lore of the profession. Some of the experiences are also derived from the perceived needs of teachers and teachers-in-training.

Major responsibility for identifying the comprehensive experiences should be shouldered by the Teacher Education Center. Data sources of the type mentioned above are potential referents. Once the experiences are identified, and as they become revised and refined, the Center should be expected to facilitate the activities by making available the resources necessary for their implementation.

Specialized Teacher Experiences

Depending upon their prior training and personal goals, some experiences may be appropriate for some teachers and not for others. For example, a student teacher with a college major in mathematics enrolled in a secondary education program might be engaged in a variety of learning experiences focusing on methods of teaching computation skills to children. Different activities might be arranged so a field student in language arts could work with children who have reading difficulties.

In order to develop and implement Specialized Teacher Experiences, it is necessary that the particular interests and ambitions of each clinical student are known. There are implications, then, for both the teachers-in-training and the supervising teachers to identify goals in the specialized teaching areas and to design experiences to accomplish his goals.

For some inservice teachers, educational experiences may be developed which will satisfy special needs. Teachers with professional certificates for secondary schools may require certain experiences to qualify them for elementary certificates. The State Education Department in Ohio has suggested such re-certification for secondary teachers in The Middle school, and has identified some guidelines in a book of standards for teacher certification.

Individualized Teacher Experiences

In a sense, all experiences are individualized. In the context of this plan for planning, however, we refer to educational opportunities which are developed for very specific talents and interests. One student teacher in The Middle School Center was an accomplished candle-maker. He enjoyed teaching others the skill and did so by offering a "mini-course". Although other adults might not have gained from the activity, for that one teacher it was a worthwhile experience.

By their nature, Individualized Teacher Experiences are dependent largely on the motivation of each teacher and his ability to design and develop the activities himself. In some cases, the strategies for individualized experiences are similar to those necessary for self-directed study experiences of The Middle School students. It may be appropriate for example, for a veteran teacher to arrange a series of experiences to learn how to interpret results of their Torrance Test of Creative Ability. The teacher might well ask for help from a

university field student already knowledgeable in that area. In any case, Individualized Teacher Experiences will be developed by each person for his own special needs and interests.

MEMBERS OF THE TEACHER EDUCATION CENTER
COORDINATING GROUP

Beachwood Middle School Center
1972-1973

6th Grade Teaching Teams (one representative)

William Brys
Barbara Kish

7th Grade Teaching Teams (one representative)

Dennis Clancy
Gerald Mager

8th Grade Teaching Teams (one representative)

Ronald Wolfe
Daniel Workman

Arts Team (one representative)

William Mertel
Janis Russell

University Professors (one each institution)

Marvin Pasch - The Cleveland State University
Sally Wertheim - John Carroll University
William Wilen - Kent State University

School Administration (one representative)

Constance Whitaker - Principal
Richard McNally - Assistant Principal

Associate Teacher

Sandy Bunkin

Executive Secretary and Center Coordinator

David McCrory